

□ □□□□ □□□□□ □□□□□□ □□□□□□□ □□□□□□□□ □□□□□□□□□ □□□
□□□, □□□ □□□□ □□□□□□ □□□□□□□ □□□□□□□□ □□□□□□□□□ □□□
□□□□□□□ □□□□□ □□□ □□□□□□ □□□□□□□□ □□□ □□□□□□□□ □□□□□□□
□□□□ □□□ □□□ □□□ □□□□□□ □□□□□□□ □□□□□□□□ □□□□□□□□□ □□□
□□□□□□□ □□□□□□□ □□□ □□□□□□□ □□□□□□□□ □□□□□□□□□ □□□□□□□

□□□ □□□□□□ □□□□ □□□□□□ □□□□ □□□□□□□ □□□□□□ □□□□□□ □□□□
□□□ □□□□□□□ □□□□□□ □□□□□□□ □□□□ □□ □□ □□□ □□□□□□□
□□□ □□□□□ □□□□□ □□□□ □□□□□ □□□□ □□□□□□ □□□□□ □□□□

□□□□□□□□□□□□□□□□ : □□□□□□□□□□□□□□□□

□□□□□□□□ : □□□□□ □□

□□□□□□□□□□ : □□□□□□□□□□ □□

□□□□: □□, □□□ □□□ □□, □□□ □□□□ □□□□ □□□ □□□□□

A horizontal row of 15 empty rectangular boxes, intended for a student to draw a timeline from the start of the year to the present.

□□□□□□□□ : □□ □□□□□□ □□□□

□□□□□□□□ □□□□: □□□□□□□□ □□□□□□ □□□□□□ □□□□ □□□□□□ □□□□ □□□□□□

□□□□□ : □□□□□□□□□□

A diagram consisting of a series of empty rectangles arranged horizontally. The sequence starts with a group of 10 rectangles, followed by a single rectangle, then a group of 7 rectangles, then a group of 3 rectangles, then a group of 5 rectangles, and finally two groups of 2 rectangles each, separated by a comma. This visual representation corresponds to the number 10,175,355,22,22 in the sequence.

A horizontal sequence of 20 empty rectangular boxes, divided into four groups of five by vertical lines, with a colon after the third group.

□□□□□ □□□□ : □□□□□□□□ □□□□□□□□ (□□□□□□)

□□□□ □□□□: □□□□□ □□□□ □□□□□ □□□□ □□ □□□□ □□□□-□□□□ □□□□
□□□ □□□ □□□□□□□□ □□□□□ □□□□□ □□□□□

□□□□□ □□□□ □□□ □□□ □□□□□ □□□□□ /□□□□□(□□□□□) □□□□□ □□□□
□□□

二) 中国科学院 中国科学院/中国科学院 中国科学院 中国科学院 中国科学院
中国科学院 中国科学院 中国科学院 中国科学院 中国科学院 中国科学院/中国科学院 中国科学院
中国科学院 中国科学院 中国科学院 中国科学院 中国科学院 中国科学院 中国科学院 中国科学院
中国科学院 中国科学院

)) 00000 000000000 00 00000/00000 000000000000 000 000

时间: 00/00/2000 00:00:00 00:00:00 00:00:00 00:00:00 00:00:00 00:00:00 00:00:00 00:00:00

□□□□□ □□□□□: □□□□□ □□□□□□□□□ □□□□□ □□□□ □ □□□□□□□□ □□□□
□□□□□ □□□□□ □□□□□

□□□□□□□□ □□□ □□□: □□ □□□□□□□□ □□□□□, □□□ □□□: □□□□□

A horizontal row of 10 empty rectangular boxes, each consisting of a black outline and a white interior. This is followed by a second row of 5 empty rectangular boxes, also with black outlines and white interiors.

□□□□□□□□□□ : □□□□□□□□□□□□□□

□□□□□ □□□□ : □□□□□□□□□□□□

A diagram consisting of a sequence of 10 empty rectangles followed by a colon, and then two groups of 2 empty rectangles each.

A horizontal row of 20 empty rectangular boxes, likely a template for a survey or form.

A horizontal sequence of 15 empty rectangular boxes followed by a colon, and then another sequence of 15 empty rectangular boxes followed by a blank space.

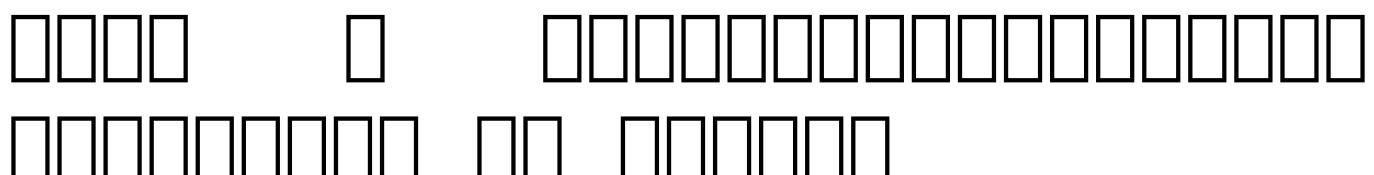
□□□□ : □□, □□□ □□□□

□□□ : □□□□□□□□□□

Diagram showing two sets of 10 empty rectangular boxes each, separated by a colon. The boxes are arranged in two rows of five.

□□□□□□□ □□□□: □□□□□□ □ □□□□□□ □□□□□□□□□□ □□□□□ □□□□□ □□□ □□□□□
□□□□ □□□□□□

□□□□□ : □□□□□□□□□□



□□□□□ □□□ □□□□□ □ □□ □□□ □□□□ □□□□□ □□□□□□□ (□□ □□□□□) □□□□□ □
□□□□□□□□ □□□□□□□□□ □□ □□□□, □□□□□□□ □□□□□□□ □□□□□□
□□□□□□□ □□□□□□□□ □□□□□ □□□□□ □□□□□ □□ □□□□

□□□ □□□□□□ □□□ □ □□□□□□□□ □□□□□□□□□□ □□□□□ □□□□□□ □□□ □□
□□□□□□ □□□ □□□

□□□□□ □ □□□□□ □ □□□□□□□ □□□□□□□□□ □□□ □□□□□□□□□□□ □□□□□
□□□□□□□ □□□/□□□ □□□□□ □□□ □□□ □□□

A horizontal sequence of 15 empty rectangular boxes, likely for writing names or responses on a form.

□ . □□□□ □□□□□

□ □ □ □ □ □ □ □ : □ □ □

□ □ □ □ □ : □ □

□□□□□ □□□□□ : □, □□□ - □□, □□□ □□□□□

ପାଇଁବାରେ ପାଇଁବାରେ: ପାଇଁବାରେ ପାଇଁବାରେ ପାଇଁବାରେ ପାଇଁବାରେ ପାଇଁବାରେ ପାଇଁବାରେ
ପାଇଁବାରେ ପାଇଁବାରେ ପାଇଁବାରେ ପାଇଁବାରେ ପାଇଁବାରେ ପାଇଁବାରେ ପାଇଁବାରେ ପାଇଁବାରେ
ପାଇଁବାରେ

ANSWER

□□ □□□□ □□□ □□□□□ □□□□□□□□ □□□ □□ □□□□ □□ □□□□□ □□□□□ □□

□□□ □□□□□□□ □□□□□□□ □□□□□□□ □□□□□□□□□ □□□

□□□□□□□ □□□□□□□

□□□□□□□□ □□□□ □ □□ □□□□ □□□□□ □□□□: □□ □□□□□ □□□, □□□□ □□□
□□□□ □□□□□□□ □□□ □□□ □□□□ □ □ □□□□□□□ □□□, □□□□ □□
□□□□□□□□

* 二二二二二二 二二二二二二二 二二二二 一 二二二二二二 二二二二二 二二二二 二二二二 二二二二
二二二二

□ □ □ □ □ : □ □ □ □ □ □ □

A horizontal row of 20 empty rectangular boxes, likely for writing digits. This is followed by a comma and three more empty boxes, suggesting a thousands separator and additional space for digits.

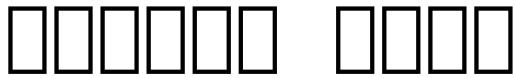
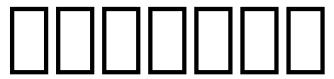
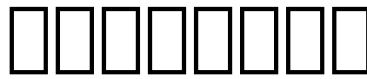
A horizontal row of 12 empty rectangular boxes, likely for writing names or labels, arranged in a single row.

□□□□□□□□ : □□□

A sequence of 10 empty rectangular boxes arranged in a single row, followed by a colon, and then another sequence of 3 empty rectangular boxes.

□□□□□ □□□□□ : □, □□□-□□, □□□ □□□□

□□□□□ : □□□□□□□□



□□□□□ (□□ □□□□□) □□□□ □□□□ □□□□□□ □□□□□ □□□□□□□□□ □□□□
□□□□ □□□□ □□□□□□□□ □□□□□□ □□□□□□ □□ □□□□□□□ □□□□□
□□□□□□□□□ □□□□□□ □□ □□□□□ □□□□□□□□ □□□□□ □

ପାଇଁ ପାଇଁ ପାଇଁପାଇଁପାଇଁ ପାଇଁ ପାଇଁ ପାଇଁ, ପାଇଁପାଇଁପାଇଁପାଇଁ
ପାଇଁପାଇଁପାଇଁପାଇଁ ପାଇଁପାଇଁପାଇଁ ପାଇଁ ପାଇଁ ପାଇଁ ପାଇଁ ପାଇଁ
୦-୦୦୦୦ ପାଇଁ ପାଇଁପାଇଁ ପାଇଁ ପାଇଁ ପାଇଁ ପାଇଁ ପାଇଁ ପାଇଁ
ପାଇଁପାଇଁପାଇଁପାଇଁ ପାଇଁପାଇଁ ପାଇଁପାଇଁ, ପାଇଁପାଇଁପାଇଁ ପାଇଁ
ପାଇଁପାଇଁ, ପାଇଁପାଇଁ, ପାଇଁପାଇଁପାଇଁ, ପାଇଁ ପାଇଁ ପାଇଁ ପାଇଁ
ପାଇଁ ପାଇଁ ପାଇଁ ପାଇଁପାଇଁ

Изучение языка включает в себя изучение грамматики, лексики, фонетики, орфографии, пунктуации, а также изучение языка в контексте его применения в различных сферах жизни. Изучение языка помогает улучшить коммуникацию, развить критическое мышление, расширить кругозор и способствовать личностному росту.

□□□□ □□□□□, □□□□ □□□□ □□□□□□□□□ □□ □□□□□□□□□ □□□□ □□□□
□□□'□ □□□□ □□□□□□ □□□□□ □□□□ □□ □□□□□□ □□□□□ □□□□□□
□□□□□□ □□□□□ □□□ □□ □□□ □□□□□ □□□□□□ □□□ □□□□ □
□□□□□□□ □□□□□□□□ □□□□, □□ □□□ □□□□□ □□ □□□ □□□□
□□□□□□

□□□□□ □□□□□ □□□□□ □□□□□□□□□□□□□□ □□□□ □□□□□ □□□□ □□□□
□□□□ □□□□ □□□ □□□□□ □□□ □□□ □□□□□□□□□ □□□□□ □□/□□ □□□□
□□□□□□□□□□□ □□□□□□ □□□□□ □□□□□ □□□ □□□□□□□□□ □□□ □□□□□

□□□□□ □□□□ □□□□□□□ □□□□□□ □□□□ □□ □□□□ □□□□□□ □□□□□□□
□□ □□□□□□ □□□□□ □□□□□□□□ □□□□ □□□ □□□□ □□□□□□ □□□□□□□ □.
□□□□□ □□□□ □□ □□□□□□□□ □□□□□□ □□□□□ □□□□ □□□□ □□□□□□
□□□□□ □□□□ □□□□□ □□□□□□□ □□ □□□□□□ □□□□ □□ □□□□□□
□□□□□□□

□□□□□ □□□□□ □□□□□□ □□□□□□□ □□□□□ □□□□□□□ □□□□□ □□ □□□□□
□□□□□□□□ □□□□□ □□□□, □□□□□□'□ □□□□□ □□□□□ □□□□, □□□□□□□□ □□□□□ □□□□□ □□□□□□, □□□□□□□□ □□□□□ □□□□□□□□, □□□□□□□□ □□□□□□□□ □□□□□□□□

A horizontal sequence of 18 empty rectangular boxes. The first row contains 10 boxes, followed by a short gap. The second row contains 3 boxes, followed by another short gap. The third row contains 5 boxes.

□□□□□ □□□□□□□□ □□□□□ □□□□□ □□□□□□□□ □□□□□□□ □□□□□ □□□□

□ . □□□ □□: □□□□□□□□□□

□ □ □ □ □ □ □ □ : □ □

□□□□□□□ □□□□□□□: □□□□□□□ □□□□□□□□□□□□ □□□ □□□□□□□□□□□□
□□□□□□□ □□□□□ □□□ □□□ □□□□□ □□□□□ □□□□□ □□□□□ □□□ □□□□□
□□□□□□□ □-□□ □□□□□ □.□ □□□ □□□□□/□□□□□ □□□□□□ □□□□□
□□□□□□□ □-□□ □□□□□ □.□ □□□□ □□□

□□□□□ □□□□□□: □□, □□□-□□, □□□ □□□□□ (□□□□□-□)

□□□□□□□□ : □□

□□□□□□□ □□□□□□□: □□□□□□□ □□□□□□□□□ □□□
□□□□□/□□□□□□□/□□□□□□□ □□□□□□□ □□□□□□□□□ □□□□□□□
□□□□□ □□ □□□□□□□ □□□□□□□ □□□□□□□

□□□□□ □□□□□□: □□, □□□ - □□, □□□ □□□□□ (□□□□□ - □□)

A row of 10 empty rectangular boxes for writing names.

A row of 12 empty rectangular boxes for writing names.

□□□□□ ; □□□□□□□□

A horizontal row of 20 empty rectangular boxes, likely for writing numbers. After the first 10 boxes, there is a comma, followed by another group of four empty boxes for writing more numbers.

□□□□□ □□□□□□ □□□□□□□□ □□□□□□□□ □□□□□□□ □□□□□ □□□□ □□□□□□

□□□□□ : □□□□□□□□ □□□□ □□□□□□□□

A sequence of 15 empty rectangular boxes arranged in a single row. A vertical colon symbol (:) is positioned to the right of the 8th box in the sequence.

Diagram showing two sets of 10 empty rectangular boxes each, separated by a colon. The boxes are arranged in two rows of five.

□□□□□ : □□□, □□□-□□□, □□□□ □□□□□

□□□□□ □□□□ : □□□□□□□ □□□□□□□ (□□□□) □

A horizontal row of ten empty rectangular boxes, followed by a colon, and another horizontal row of ten empty rectangular boxes.

□□□□; □□, □□□-□□, □□□ □□□□□

A horizontal row of 10 empty square boxes, followed by a colon, and then another horizontal row of 5 empty square boxes.

□□□□□: □□□□□ □□□□□ □□□, □□□□□ □□□ □□□□□ □□□□□ □□, □□□□□ □□□ □□□□□ □□□□□ □□□□□ □□□ □□□□□ □□□□□ □□□□□ □□□□□ □□□□□ □□□□□

□□□□□ : □□□, □□□-□□□, □□□□ □□□□□

□□□□□□□ : □□□□

□□□□□ : □□□, □□□-□□□, □□□□ □□□□□

□□□□□ □□□□: □□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□

□□□□□□□□ : □□□□

□□□□□□□ □□□□□□□: □□□□□□□□ □□□□□□□/□□□□□□□□ □□□□□□□ □□□□□□□
□□□□□□□□□/□□□□□□□□□ □□□□□□□ □□□□□□□□□ □□□□□□□□□-
□□□□□□□□□ □□□□□□□ □□□□□□□ □□□□□□□ (□□□□□□□) □□□ □□□□□□□ □□□□□□□

□□□□; □□, □□□-□□, □□□ □□□□□

□□□□□ □□□□□: □□□□□□□□ (□□□□□) □

□□□□□: □□□□□□□ □□□□□□□ □□□□□, □□□□ □□□□□□□ □□□□□, □□□□□
□□□□□□□ □□□□, □□□□□ □□□□□ □□□□□□□ □□□□

□□□□□□□□ : □□□□

□□□□□□: □□□□□□□□ □□□□ □□□□□□ □□□□□□

ପାଇଁବାରୁ ପାଇଁବାରୁ : ପାଇଁବାରୁ ପାଇଁବାରୁ/ପାଇଁବାରୁ
ପାଇଁବାରୁ/ପାଇଁବାରୁ ପାଇଁବାରୁ ପାଇଁବାରୁ ପାଇଁବାରୁ-
ପାଇଁବାରୁ ପାଇଁବାରୁ ପାଇଁବାରୁ ପାଇଁବାରୁ (ପାଇଁବାରୁ) ପାଇଁବାରୁ ପାଇଁବାରୁ

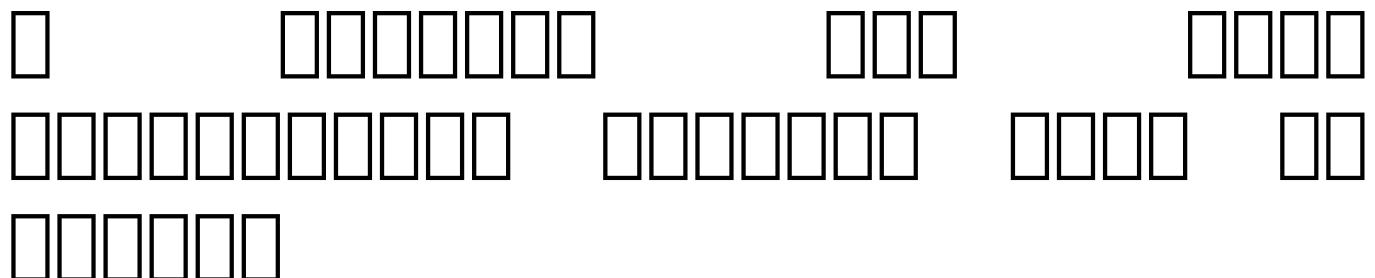
□□□□: □□, □□□-□□, □□□ □□□□□

□□□□□□□ □□□□□□: □□□□□□ □□□□□□□□□□ □ □□□□ □□□□ □□□□□□

□□□□□□□□ □□: □□□ □□□□□ □□□ □□□□□□□ □□□□□□□ □□□□□□□ □□□□□□□

A horizontal row of 15 empty rectangular boxes, intended for a student to draw a timeline with vertical lines and labels.

□□□□□ : □□□□□□□□



□□ □□□□ □ □□□□□□ □□□ □□□ □□ □□□□□□ □□□□□□□ □□□□□□□□
□□□□□□ □□□ □□□□□□□ □□-□□□□□ □□□ □□□□□ □□□□□ □□□□□ □□
□□□□□□ □□□□□□ □□□□□ □□□□□ □□□□□ □□□□□ □□□□□ (□□□□□) □

□□□□□□ □□□ □□□□□ □□□□□, □□□□□□□ □□□□□□ □□□□□□□□ □□□□□□, □
□□□□□ □□□ □□□ □□ □□□□□□ □□□□□ □□□□□□□□ □□
□□□□□□□□□□□ □□□□□ □□ □□ □□□□□ □□□□□ □□□□□ □□□□□
□□□ □□ □□□□□ □□□□□□ □□□ □□□□□ □□ □□□□□ □□□□□ □□□□□
□□□□□ □□□□□□ □□□ □□ □□□ □□□□□□ □□□□□ □□□□□ □□□□□
□□□□□□□□□□□ □□□□□□ □□□. □□□□□ □□ □□ □□□□□□□□□□□

A horizontal row of ten empty rectangular boxes, each with a thin black border, intended for children to draw or write in.

□□□□□ □□□□□ □□□□□□□□ □□□□□ □□□□□□□□ □□□□□□□□□□ □□□□ □□□□ □□□□
□□□□□□□□□□ □□□□□ □□□□□□□□□□ □□□□□□□□ □□□□□, □□
□□□□□□□□ □□□□□□□□

我國的民族政策，是民族平等、民族團結、各民族共同繁榮的政策。民族平等，就是各民族都有平等的地位，都有平等的權利，都有平等的機會，都有平等的義務。民族團結，就是各民族都有團結的權利，都有團結的義務。各民族共同繁榮，就是各民族都有共同繁榮的權利，都有共同繁榮的義務。民族平等、民族團結、各民族共同繁榮，這三項政策，是互相關連、互相依存、互相促進的。

A sequence of 10 empty square boxes followed by a colon, and another sequence of 10 empty square boxes.